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The JOURNAL of EDUCATION

Twice a Month for Better Schools

OCTOBER 1, 1934

Why Some Teachers Fail

LEWIS H. CHRISMAN

When We Really Teach English — DANIEL P. EGINTON
Mental Hygiene's Highest Use — WILLIAM A. KELLY
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Twice a Month for Better Schools

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The Editors Say...

We cannot remember a time when two successive issues of the Journal brought such a harvest of complimentary letters as did our last two. Every one likes praise, of course; and we are grateful. And so long as we ourselves can see plenty of room for further strengthening and enlivening of our service, there will be no ill effects. Remember, too, that we welcome constructive criticism. This is YOUR magazine. With your help it can be made the most democratic, most practical forum of education in America.

"Twice a Month for Better Schools" defines the frequency and the purpose of the Journal of Education as compactly as we have been able to do it. Whatever pertains to the greater effectiveness of education is grist for our mill.

•

The Treasure Hunts

Answer to No 1: "The subject is made live," a statement which appeared on page 377 of September 3 issue.

Correct solutions came from Massachusetts, New York, New Jersey, Michigan, Iowa, Arkansas, Pennsylvania, Montana, and California—the answer in one case was sent by telegram from a State Superintendent. What could be more "official" than that?

Last date for mailing answers to No. 2 was set for October 1.

We announce a third Treasure Hunt herewith: An advertisement in this issue contains a group of words composed of these letters:

gernsindiemoustaurevericna

The first person from your state to discover and mail the correct set of words, naming the advertisement in which they appear, will receive a four months' subscription to this magazine, for himself or a designated friend. Just a little brainteasing fun to remind you that it always pays to read the advertisements in the Journal of Education. Now more than ever! Address Journal of Education Treasure Hunt, Six Park Street, Boston, and mail your answer before October 15.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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Why Some Teachers Fail

By LEWIS H. CHRISMAN

Professor of English Literature

West Virginia Wesleyan College

"Being blind to one's own weakness is the surest road to becoming an educational futility." The author cites cases.

ONE August afternoon years ago as I stood on the threshold of my first teaching position, my already waning self-confidence was even further depleted by a startling remark made in my presence by an educational executive of wide experience. He was lamenting the fact that the salaries of the institution of which he was the head were so low that he had to recruit his teaching force from beginners, and he ended his jeremiad with the statement that two out of every three who entered upon the teaching profession were doomed to be complete failures.

The truth of such a dictum would depend upon our definition of "failure." To collect statistics in this field would be highly difficult. There is, however, no doubt that the efficiency of educational work is decidedly handicapped by "dead wood" in the shape of teachers who cannot teach. Some of these find their lack of teaching ability no impediment to holding positions and receiving normal promotions. Others less fortunate are compelled to expend a large part of their time and energy in securing new locations every year or two. Any file of applications for a teaching vacancy contains some pages of tragedy. Very often the documents of the chronic applicant are accompanied by an imposing array of erudite courses

LEWIS H. CHRISMAN

and flattering recommendations, but for some reason or other it is his lot to be always on the march. Frequently, the reason for a teacher's inability to meet with any degree of success is the result of a deficiency which has no relation whatever to subjects discussed in classes in education.

For example, there was James Percival. About twenty years ago he began his career as a teacher in a small college. He was alert of mind, attractive of personality and equipped with a brand new doctorate of which he was inordinately proud. Although he had many good qualities patience was not one of them. He was so hungry for prestige that he could not wait until it came to him as the result of years of genuine achievement. Instead he neglected no opportunity to bring himself into the limelight. Moreover, he had a very bad case of the reformer-complex. Few phases of the life of the institution escaped his attention. The management of the library, the chapel programs, the college schedule and the system of grading all felt the touch of his violent hands. His fingers had to be in every pie in the academic oven. He did not for a moment neglect to make an honest effort to improve the teaching methods of his colleagues. Some of them required too much work and some of them too little. Some graded too high and some too low, but James was there ready to set them right.

The militant reformer, be he right or wrong, is never burdened with excessive popularity. But this was not James' most serious difficulty. In his over-leaping zeal for the improvement of the institution he appeared to forget that his primary excuse for being there was to teach. As the year progressed there came from his students a unanimous howl. It became a campus commonplace that James could not teach for sour apples. For some reason or other, teaching was the one thing in connection with the life of the college in which he was not interested. His courses were badly organized, and the

preparation for the class periods was scanty and slovenly. He remained two years and his career since has been decidedly migratory. He can discuss educational problems with words of "learned length and thundering sound" but he neither knows nor cares a scintilla about the direct, practical problems of teaching. Somehow he never learned that the final measurement of a teacher's efficiency is his mastery of the craftmanship of teaching.

•

On the other hand, Tabitha Mehitable is an excellent teacher. She has, as a rule, been somewhat unpopular, but her skill in the classroom has invariably been taken for granted. Yet in twelve years she taught in seven states. In all of her travels she never ceased to be homesick for the elm-shaded streets of the cultured New England village which had been the home of her family for generations. In fact, in comparison with the town of her nativity her other environments were, in her opinion, vulgar, crude and philistine, and she made little effort to hide her disgust. Wherever she found herself her nose was in the air at her surroundings. Consequently she was invariably maladjusted and a failure. This, though, is only part of Tabitha's story. Without exception she was unfortunate in her professional associates. On each of the faculties of which she was a member there was at least one unprofessional colleague who undermined her influence and made her lot harder. There is no doubt of her having had experiences of this kind. Most teachers do. The trouble with Tabitha Mehitable was that she allowed them to loom too large in her life and thought. She became a professional cherisher of grievances. She developed such skill in looking for slights that eventually she discovered them where they did not exist. The result was that instead of merely carrying the traditional chip, she traveled with one on each of her shoulders. Consequently a fine teacher was spoiled through failing in human relationship.

•

When Tom was in college he was an attractive youth and a brilliant but somewhat superficial student. It had been decided by vote that he was the handsomest man in college. So important a figure was he in the little academic community that it needed almost three inches of space beneath his picture in the year book to record the honors which he had won. The fall after his graduation he took up the duties of coach and instructor in physical education in a small hign school a short distance from his alma mater. To say that he took the school and town by storm would be putting it mildly. His teams made brilliant records. A few were mean enough to insinuate that he had been lucky in inheriting a group of especially proficient athletes, but the majority were willing to give the young coach the credit for the victories of the season. After his team had won the state basketball tournament he was the idol of the town and the Rotary Club gave a banquet in his honor. Of course, a little town like Bridgeville could not hope to hold a man of Tom's calibre, and nobody was surprised when he was elected to the department of physical education in the West High School of Central City. Wise old Superintendent Taylor of Bridgeville said nothing, but he seemed to bear the loss of the successful coach with a high degree of equanimity.

According to all indications Tom duplicated his Bridgeville victories with a fine record at Central City. Frank Booth, athletic editor of the Central City Enterprise, devoted column after column to the achievements of Tom and his team. We were certainly surprised to hear of his dismissal at the end of his second year. The editor of the Enterprise wrote a leading editorial protesting against the action of the board. The students got up a petition for Tom's retention which was signed by all except six. However, the school officials stood firm.

Tom had no difficulty in getting another job, but it terminated in three years in just about the same way. His desire for popularity was the source of his difficulty. If there was a case of discipline in the school, Tom could be depended upon to take the side of the unruly student. Miss Smart of the English department of West High had the temerity to fail three athletes, and the senior class, aided and abetted by Tom, staged a strike. Mr. Knox of the department of mathematics was rather rigid in his requirements, and Tom in an indirect way of which he was fast developing a mastery suggested that the students protest to the board. He used to mention casually to a few of the students the improvement that a new principal could make in West High. Any student with a grievance, real or fancied, against another member of the teaching force could depend upon Tom for a sympathetic hearing and an aggressive championship. Discipline became increasingly difficult, and the morale of the school rapidly deteriorated. This young man was an athlete, but he had not learned how to play the game. The word loyalty was not in his vocabulary. There naturally came a time when there was no place for him in the teaching profession because he was an educational impediment to any school unfortunate enough to have him connected with it.

•

Dr. Dana was a delightful gentleman and a well-trained teacher. He was a graduate of a college whose very name stood for thoroughness of scholarship and breadth of culture. The key

which hung from his watch chain was no spurious imitation, but that of the ancient and honorable fraternity itself. He had attained a Ph.D. at a time when that degree was much rarer than it is today. After a year abroad he was glad to "settle down" in a college professorship. He was a useful man in the college, and served on most of the important faculty committees. Neither was he any professorial hermit. He was just as active in the affairs of the town as he was in those of the college. He could be depended upon to take a leading and effective part in community activities. For fifteen years he was superintendent of the Sunday School of First Church. When the service club came into vogue this gave him still greater scope for his ability. In addition he had a harmless and slightly profitable hobby. The old Harlan place which he purchased a year after his marriage had several acres of land attached, and here he had a chance to exercise his skill in gardening. Of course, in certain seasons of the year, this took many hours a week, but as the neighbors used to say, "a college professor has plenty of spare time."

One might wonder when the good professor did his studying. The answer is that among his multifarious activities he had little time to waste on books. He had begun his professional career with a better equipment than most of his colleagues and possibly felt that he did not need to study as they did. For several years all went well, but eventually the students began to speak of him as a fossil and to crack jokes about his ancient lectures, yellow with age. There came a new administration and a reorganization. The college had to be cleared of dead wood and Dr. Dana was given his dismissal along with a year's salary at a time when he should have been at the height of his usefulness.

•

"My life has been a chain of mistakes," I once heard an old teacher say after forty years of service. All of us have made them. Any teacher who has taught for ten years could write an article on "My Mistakes as a Teacher." If a man can discover his faults he can mostly eradicate them. Being blind to one's own weakness is the surest road to becoming an educational futility. Any teacher needs to be on the alert or he will find himself floundering around in pedagogical quicksands.

When We Really Teach English

Twenty Suggestions for Stimulating and Guiding Language Activities—and twenty more to come

By DANIEL P. EGINTON

CHILDREN should be encouraged to express themselves fearlessly, fluently, effectively, and naturally in order to overcome self-consciousness and develop an individualistic style or manner of speech.

2. Pupils should be aided to develop a pleasant, natural, effective voice by doing such things as: (a) inflect and modulate correctly; (b) produce right sound; (c) develop fluency and vigor of the organs of articulation, particularly the tongue and lips; (d) break slovenly voice and speech habits—nasality, throatiness, bad pitch, monotony of tone, too rapid articulation, tongue-and-lip laxness, slurring and sliding unaccented sounds, lisping, stammering, and stuttering.

3. Children should be led to higher aspirations and critical self-examination and encouraged to discover their own points of strength and weakness in order that steps may be taken to eliminate errors and promote satisfactory growth.

4. Pupils ought to develop the habit of looking up the meaning and pronunciation of all doubtful words that cannot be determined from the context.

5. Children should improve their vocabulary and keep it up to their continually developing knowledge, interests, and intellectual capacity.

6. Pupils should master such mechanics of writing as handwriting, spelling, punctuation, capitalization; syllabication; paragraph indentation; details of manuscripts — margins, spacing, and size of type; formal forms such as in letters—salutation and complimentary close.

7. Pupils should create sentences which meet such requirements as: not over-crowded with words or ideas; using the right words; have unity; have a pleasant rhythm; are clear and compact; have one subject; are natural and not stiff or stilted; have variety.

8. Pupils should meet such necessary requirements of good composition as: abundance of ideas and knowledge; a clear

understanding of the relationship of the various parts; the capacity to write clear, rhythmic sentences into a unified coherent whole, forcefulness; appropriateness; use of suitable illustrations, allusions, and associations.

9. By avoiding the use of inflated or pompous language, slang words, country dialects, or barbarisms of any kind, pupils ought to achieve good style and clearness, which is opposed to vagueness and obscurity.

10. In addition to helping pupils develop effective speech habits which alone are blind and static, the schools should help them develop deep interests, understand, appreciate, and use superior written and oral speech—works of Shelley, Shakespeare, Keats, Carlyle, Shaw, O'Neill.

11. Pupils should be led to observe and understand the operation of basic principles of grammar in purposeful, familiar cases, to infer the general application, and make them useful tools through induction rather than deduction.

12. Pupils should develop effective habits of oral and written speech rather than merely memorize abstract rules of technical grammar.

13. Pupils should develop the habit of seeking words which express the exact meaning of the word picture which they hope to paint.

14. Teachers should stimulate and guide pupils to formulate and aspire to high standards of written and oral speech.

15. Pupils should be led to observe, report, and discuss language activity outside of school; good and poor conversations; interesting descriptions; clear analysis; good diction and enunciation; superior choice of words.

16. Pupils should be encouraged and guided to study superior specimens of language: (a) best productions of the class group; (b) types heard on the

DANIEL P. EGINTON

talking machine or radio; (c) excellent specimens from children in other schools; (d) occasional literary models.

17. Since formal grammar touches functional language at but a comparatively few points, deals with only a small part of the field of language, and is too logical and analytical to be learned by elementary pupils, it should not be studied as such in the elementary school.

18. Pupils should be given abundant opportunities to express themselves in writing in the following types of purposeful situations:—

(a) Recording a personal experience, a visit, field trip.

(b) Writing invitations to the principal, supervisor, parent, or others to come to hear a program, story, or song, or come to a party.

(c) Writing report of a project or unit of work, of a class or club meeting, of a trip, conference, interview, or book review.

(d) Writing a group or individual diary, biography, original story, play, report, poetry, or essay.

(e) Preparing articles for school paper, local or other press, or school publications.

(f) Constructing booklets of scientific, humorous, or artistic nature.

(g) Writing letters for requests for material, to pupils who are ill or have moved away, for information.

(h) Writing notes on reading, field trips; also excuses.

(i) Making memoranda, summaries, lists.

19. Since children must speak in order to learn how to speak, the school should provide them abundant opportunities to speak orally:—

(a) Working with groups on committees, reports, or projects.

(b) Conducting student government and class organization activities.

(c) Participating in class or group meetings — reporting, discussing, evaluating, defending, explaining.

(d) Conversing about field trips, visits, interviews, travels, books, topics of current and seasonal interest, community events, sports.

(e) Participating in debates, extemporaneous speaking, dramatics.

(f) Using courteous language—greetings, farewells, expressing gratitude, asking favors.

20. In accordance with the interests, needs and capacities, pupils should use so-called textbooks as follows:—

(a) As source books for specimens of language exercises and drills after the need for them has arisen.

(b) Suggestions for production, letters, stories, arguments.

(c) As a source of references for tables, charts, rules, definitions, list of words for spelling and pronunciation, lists of irregular verbs.

(d) Not to be used until pupils have exhausted their own experience and gone as far as possible toward inferring or inducing a bit of knowledge, a rule, practice, or a principle.

(To be continued)

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Two Special Schools

Buffalo is providing two new high schools to meet the needs of non-academic young folks. Superintendent Hartwell has an interesting story.

E. C. HARTWELL—"We have organized a specialized secondary school service for a large number of boys and girls not permitted to go to work by reason of being under the age of sixteen, but who are graduates of the elementary schools. I refer to children who have little interest in the traditional academic high school courses, and who do not expect to make any preparation for admission to college.

"Buffalo has eight academic, one technical, and four vocational high schools. We now add a school for girls and a school for boys in which the educational service will be adapted to the needs of the type of children I have described. The girls will be housed in a very fine new building and the boys in a first-class school building formerly used for other purposes.

"The plan has been explained thoroughly to the public and a campaign of information was conducted during the past spring. The project has the support of every branch of educational service, and has been most cordially received by the community. The pupils who attend these two schools will go there because they elect to go."

•

Co-operation and Good Will

From Reno, Nevada, comes Superintendent Billinghurst with this courageous message.

R. D. BILLINGHURST—"Notwithstanding the depression, plus half of the former annual income of the school district in closed banks, and the consequent necessity of ten per cent. reductions both in the teaching force and in the salaries of remaining teachers together with all other possible economies, the work of the Reno schools has been accomplished with usual thoroughness; albeit the increased burdens should not and could not continue indefinitely—and through it all, there prevails the finest spirit of co-operation and good will among teachers and patrons."

•

Restorations at Little Rock

It is always a happy moment when retrenchments cease and things commence their return to normalcy. Superintendent Hall of Little Rock, Arkansas, has had this experience.

R. C. HALL—"We have been able to hold our own. We have made partial restoration of salary cuts for 1934-35. And we have fully restored our supervisory staff which was curtailed for one year only."

•

Teachers' Vision Broadened

No doubt there are many communities in which hard times have taught important lessons to teachers—as in the case of Wichita, Kansas. Superintendent Mayberry tells it briefly.

L. W. MAYBERRY—"There is a growing consciousness on the part of our teaching staff of the purposes of the public schools in a democracy; an appreciation that the schools are financed not only for the self-realization of the pupils but also that the state may preserve, perpetuate and develop itself. An understanding of better human relations and social responsibility is also manifest."

A Clever Idea

A plan which works for professional improvement and also relieves unemployment, has been put into effect in Providence.

A. J. STODDARD—"The most significant action that has been taken in many years by the School Department of Providence for the promotion of professional improvement of teachers in service was the adoption of the resolution by the School Committee in May, 1933, authorizing the superintendent to grant requests from teachers for leave of absence for study or for any other purpose that will result in the professional improvement of the teachers, with the provision that the teacher to whom the leave is granted shall be paid that part of the salary beyond the rate of substitute pay. Sixteen teachers took advantage of this opportunity during the past year. Of this number, eleven teachers enrolled at universities in the United States and abroad for graduate study, while five requested leave for the purpose of travel in the United States and abroad.

"The plan was considered so successful that the School Committee has extended it for the school year 1934-1935. Further, the provisions have been amended to include supervisors, principals, attendance officers, and librarians, with the provision that any person, other than a teacher, may receive one-half of his salary. During the present emergency it offers an opportunity to use candidates on the waiting list for appointment as substitutes. The plan costs the School Department nothing, stimulates the teachers who accept leave of absence, and returns them to their work revitalized and quickened to higher service."

Mental Hygiene's Highest Use

By WILLIAM A. KELLY
Professor of Education
Creighton University, Omaha, Nebraska

"Character training and mental hygiene must function together, or character formation becomes merely a slogan."

IF the school is to serve the best interests of mankind, then training for character must be the primary and essential purpose of education. Character is the most important business in man's life. It is the foundation upon which rests not only man's individual worth, but also the general social welfare and strength of civilization. Likewise, mental hygiene based upon the maxim of a sound mind in a healthy body, seeks the organization, the evaluation and the management of the social, moral, physical, and mental assets and liabilities of man. Its purpose is the formation of the complete man. Basically, therefore, mental hygiene is concerned with the goal of all education and of all culture; that is, the proper development and refinement of human beings through the achievement of an effective and well adjusted character. Therefore in seeking character as the primary outcome of education, a sound system of mental hygiene must permeate the entire educational process, not only all methods of instructions but also all guidance and especially all discipline.

Particularly have present chaotic conditions in the economic and political world revealed an urgent need both for character training and for the application of the principles of mental hygiene. In fact these conditions have revealed an economic, political and moral corruptness which indicates that there can be no thoroughgoing and complete social reconstruction until education is able to achieve its real purpose, namely, glorifying right living.

The formation of character is necessarily an extended process of guided growth and directed development particularly during the formative years of childhood and adolescence. It is also true that the proper time for the application of the principles of mental hygiene is during childhood and adolescence. All the factors that enter into the individual's personality are there then for training, guidance and direction while he is still plastic enough to be molded. The task of mental hygiene is to strengthen the personal equipment of the child by preventing social, emotional and moral failures, by preventing arrested, warped and crippled personalities, by promoting all the factors, traits and qualities which lead to worthy character.

The teacher must have an insight into and an understanding of the nature and needs of each individual pupil. The teacher's task is to strive for the development of self-sustained, self-controlled, normally balanced and disciplined individuals. This means that the teacher's task is to aid the child to achieve stability of character. However, this task requires an understanding guidance of the processes of growth and development in terms of mental hygiene in order that the child may meet the stress and strain of life in a normally healthy manner. Likewise it involves the prevention of all those unhealthy and pernicious reactions which may become fixed in character.

Now a sound system of mental hygiene functioning as the basis of character training must stress in a particular manner, two aspects of life, namely emotional stability and moral integrity. Emotional stability is necessary for a thoroughgoing, well-rounded successful life. Emotions are the dynamics of life entering into practically all action, behavior, and conduct. One of the most difficult problems in character training is the control of the emotions. The problem is for each individual to secure a proper balance between emotional expression and control. The task of mental hygiene is to adapt educational motives and techniques so that they will make for a healthy balance. The teacher's task is to endeavor by wise guidance to direct the emotions into constructive activities. The ideal should be to develop individuals whose emotions are under control —individuals who also derive their greatest pleasure from the higher and finer things of life.

It is impossible to guide the process of character formation without a basis of moral responsibility. Developing mental efficiency and physical skill without building moral integrity is fatal both to the individual and to society. In fact, man's value to society is his moral value. The purpose of character training is to ennoble the mind and to aid in the achievement of human excellence. The aim of mental hygiene is to develop fully that power of self-discipline which is the foundation of all successful living. Character training based upon principles of mental hygiene must seek significant objectives, the chief of which are:—

1. Justness and consistency in life's activities.
2. Assumption of responsibilities and fulfillment of obligations.

3. Development of wholesome interests.
4. Development of moral judgment in order to know what is right.
5. Acquisition of worthy ideals of conduct.
6. Strengthening of all of these by resolute practice, by self-control and by formation of correct attitudes.

Character training and mental hygiene must function together or character formation becomes merely a slogan. Unless mental hygiene forms the basis of character training, then character formation becomes merely something incidental to other phases of education and ceases to be the culminating goal of all education to which all other phases contribute.

Modern character education seems to have set for itself aims that are too immediate, too barren, too much lacking in that larger and deeper view which mental hygiene imparts and which brings a realization of wholeness, a sense of direction, a consciousness of harmony in life. Character training which is not based upon sound principles of mental hygiene is placed in the position of prizing efficiency more than integration of personality, of substituting instrumental for intrinsic values.

Fifty Years of Free Textbooks

By JOHN P. SULLIVAN

Supervisor, Boston School Department

WHEN the Puritans landed in America, they listed among their worldly goods the Bible and the Horn Book. These were considered as essential to the new civilization as the tools for the tillage of the soil. These books were the foundation of religion and education in the colonies for many decades. Two famous texts, the Horn Book and New England Primer were the chief elementary school books for the first half-century of Colonial life.

The Horn Book was a European importation, an English classic at the time of Shakespeare. It consisted of a bit of parchment, with letters painted or printed upon it, fastened to a slab of wood. For preservation it was covered with a thin, translucent sheet of horn. What a scene could be constructed of the early Dame School with the Horn Book suspended by a string from the wall? This simple book satisfied the first Colonial law concerning textbooks.

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The New England Primer was the most popular book in early Colonial days, continuing in use until supplanted by Webster's Spelling Book in 1783. The Primer was a deeply religious book, with little illustrative material. It included the contents of the Horn Book, and other primers. Packed between its covers were the frontispiece, Bible quotations and rhymes, the alphabet, followed by the syllables and then the prayers and catechism, to which was added a collection of poems, closing with John Cotton's selection, "Spiritual Milk for American Babes."

The next text was the Spelling Book, which had a most phenomenal sale. Appearing first in 1785 it was reported that by 1847, 24 million copies of the book had been published.

Because of the lack of reading books in the early years, the church books were pressed into service. The Testament and Bible were standard reading materials. These reading books were sufficient for a scholar attending the grammar schools.

The arithmetic field was satisfied with the first American produced book in mathematics by Nicolas Pike. This was a pretentious volume of 512 pages. One of the features of the text was an announcement that the book was recommended by President Washington and the presidents of Harvard, Yale, Brown, and Dartmouth.

The early beginner's Latin text for the first forty years was Master Cheever's little book, a short introduction to the Latin tongue known as Cheever's Accidence. Eighteen editions of this classic were printed previous to the Revolution. Its popularity continued into the 19th century, as late as 1838 when the last edition was printed.

The texts since the early years have gone through many changes. In contrast to the limited supply of poorly printed books, devoid of pictures, we find today a multiplicity of finely printed textbooks, all well illustrated.

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The purchase of texts first fell upon the parents. It was only after long debating, extending over many decades, that this burden was lifted from the parents.

In Massachusetts the books were bought outside the schools until a law was passed in 1826 by which masters supplied the books at net cost. In 1850 the state supplied all public schools with dictionaries. In 1873 school books were loaned to pupils. Shortly afterwards stationery was supplied free. In 1884 a new state law required that textbooks and other school supplies be furnished free to all pupils. A Boston legislator, a product of her schools, was responsible for this law.

Psychology of Oral English

By GARRY C. MYERS

RIGHTLY do schoolmen desire to improve the speech among school children. Parents properly are interested, too.

But we cannot be so sure that the usual efforts at school or at home to cultivate good spoken English are effective. It is possible that instead of helping children speak more pleasingly, more forcefully, we do much to hinder such desirable expression. Let us see.

At home the conscientious parent will repeatedly correct the English of the child of three or thirteen; when almost always the one so corrected is annoyed. Instead of leading the child to want to speak more accurately this habit might, and doubtless frequently does, cause him to consider proper grammar with contempt. Besides, the child often interrupted for his speech at home, tends to grow self-conscious of his speech and to acquire all sorts of verbal inhibitions.

At school the child's grammar is so often checked; so frequently he is interrupted in his speech because he made an error that he tends to grow indifferent and accept the practice as a nuisance unavoidable. The more he is annoyed by this procedure the less he really wishes to acquire precision in his speech.

Perhaps he would less easily grow calloused to correction of his grammar if the teacher were the only corrector. But to have his utterance interrupted by his classmates constantly, or his statements, after he has made them, picked to pieces by these "vultures," irks him very much. He might not be so greatly vexed but for the fact that he feels sure they don't correct his English with the hope of really helping him; they do so for the fun of gaining personal superiority over him. As he sees the situation, they enjoy criticizing him; they gain pleasures from his pains.

This psychological phenomenon the teacher overlooks as also did her teacher in the normal school, as does her supervisor now, who has held aloft the practice of having children vigilantly check and name the errors in the speech of every other child when he recites. Some pedagogues have written, and proclaimed in courses, very dramatically, "the rare values to be gained" by children through discovering mistakes in other children's speech: that the practice keeps the listeners alert; that it trains them in making careful judgment; that, furthermore, it causes them to choose to speak more carefully themselves. Was there ever a finer sample of negative psychology—training children to observe wrong way of speech, drilling them to be alert to such errors, hoping they might wish to speak accurately through fear of being criticized themselves!

What about the moral implications? Does the practice further altruism? Certainly not. Hardly could it be more highly selfish in its motives and its operation. Does the child often interrupted or corrected later by his classmates madly vying with one another to be first and loudest to report his mistakes in grammar, feel he is really being helped? Does he gain from this experience more confidence and courage for effectual expression subsequently? Certainly not.

If while he speaks he is heckled by his classmates (usually with the teacher's warm approval), his attention upon what he tries to say will be dispersed. His thoughts will flit about. He will be vexed at being thwarted, at being interrupted as he tries to say what he meant to say. Perhaps his whole attention will be claimed by his emotions. So self-conscious will he be, perchance, as not to hear what others say or to forget entirely what he had in mind to say himself. The whole class may have dwelt so long and concentratedly upon his errors that no one of them recalls the facts the reciting child had given and no one gained anything constructive in correct expression.

What effect will such trials have on the child's ability to think and say what he will try to say the next time he is called upon to talk in class? He inevitably will begin in an atmosphere of doubt and fear, rendering him self-conscious and more prone to err in speech. He probably will stutter, halt and, like a crawfish, back up for a fresh start. Also he may not speak loud enough for all in the room to hear him and his enunciation may be very indistinct—all on account of fear.

Have I pictured an unusual case? Those who have carefully studied the emotional experiences of the average pupil during oral recitation will undoubtedly admit that the foregoing account applies very commonly to the modern classroom. The damage to the child's personality and mental health, from such trials, is stupendous — probably irreparable, not to say anything about the personality fears inspired indirectly in the other children and the immoral attitudes created in them. "What would you recommend?" you say.

Allow no child, nor yourself, the teacher, to interrupt a pupil's oral speech. Let him finish a speech as long as reasonable time permits. It might not even then be best to have his English errors pointed out. After several pupils have spoken, the skillful teacher might profitably write on the board several statements as they should have been made, but which were uttered ungrammatically.

In no instance, I believe, should the wrong statement be repeated. The sooner it is forgotten by all the better. It's the right form that is worth remembering. In practically no instance would I have other pupils make grammatical correction. The teacher is most capable of doing so, and the one who made the error will most readily observe the right form she has given.

The school's essential task is to create an atmosphere in which the child won't feel the need to speak unless he has something to say, but will when he speaks feel at ease, feel comfortable and secure. Then he will be able to think most clearly and talk most effectively. Incidentally he will grow more and more eager to express himself accurately. The more self-confident, courageous and secure he feels, the more audibly and distinctly he will speak; for then his breathing will not be impaired by fear nor will his lips and tongue be hindered from co-operating with his vocal cords and diaphragm. He will then be easily heard and understood.

All in the Day's Work

By FRANCIS READ

A High School Principal

There is plenty for a high school principal to do around his building in the summer time. He can catch up in professional reading, inspect the school property, look over old files, and confer leisurely with the various people who come to see him about some aspect of the school.

Today I have been studying carefully the office record cards of our students. By getting in mind the kind of work each pupil is doing, I shall be able to talk intelligently with parents who are bound to stop me in the street or call me on the telephone at the house to ask various questions about their children.

It is surprising how many new ideas come to a principal when the school is closed, and he is alone in his office or wandering about the plant. If he jots down these ideas they will stand him in good stead in days to come.

A high school principal should get away from his job for a while in vacation, but I find it of much advantage to spend a good deal of the summer around the school in which I work.

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My pleasantest duty is visiting the classroom. Today I dropped into sophomore English. The students were having oral themes. A boy stepped to the front and told, with the aid of drawings at the board, how to make a kite. Another described the mechanism of radio tubes. A girl had brought in a sap spout, a bit, and a bottle of syrup. She gave the class a talk on the maple sugar industry, in which farmers around here engage in the spring.

All spoke from their own experience; there was no stale reproduction of something known only through the medium of books.

WINSTON FLASHES

THE most fantastic calculation in history was made by a French mathematician. It was the probable number of years that would be required for all the molecules in a brick to act in spontaneous unison and cause it to leap 30 feet. The figure, if typewritten, would extend more than 12,000 miles.

TOPIC for assembly talk — Thomas A. Edison. October 18 marks the fourth anniversary of his passing. See THOMAS A. EDISON — Benefactor of Mankind, by Francis Trevelyan Miller ($1.50 list) — the complete life-story of the world's greatest inventor.

ABOUT 2,750,000 persons are receiving checks from our Federal Government for reducing crop acreage. What strange chain of circumstances has forced us to produce more food than we can use? Read Chapter XIX, The Future of Farming, in the new J. Russell Smith geography — OUR INDUSTRIAL WORLD. This is probably the most interesting and the sanest exposition of this vital problem which has ever appeared in an elementary or junior high school textbook. Certainly this is the only geography in which the pupil can find an up-to-date discussion of this question, complete to 1934.

NEWSPAPER comic strips are read each day by at least 15,000,000 American families. There are more than 250 of these features and our 1,900 daily newspapers pay a total of $150,000 a week for them.

MOST unusual," writes the Curtis Publishing Company, "is your order for a full page in *The Saturday Evening Post* to advertise THE EXECUTIVE'S DESK BOOK. Why unusual? It is the first full page from a book publisher, advertising a single book, to run in the *Post* since 1922." The ad makes its bow October 27; the book is already on the desks of many school executives.

THE achievements of mankind, worthy of historical record, have taken place in a comparatively small part of the world. In fact, 90 per cent of all books of history are about Europe, which comprises only 7 per cent of the earth's land area.

IN fifty years Winston has had many publishing thrills: when the HISTORY OF THE WORLD WAR sold over 900,000 copies in four months; when the millionth copy of HURLBUT'S STORY OF THE BIBLE was issued; when YOUNG FU was awarded the Newbery Medal; etc. But the outstanding 1934 thrill is divided into four parts — THE STORY BOOKS OF FOOD, CLOTHES, HOUSES, and TRANSPORTATION, by the Petershams (for Grades 1 to 3), illustrated in six colors, only $0.60 list. Of course, you've seen them!

The JOHN C. WINSTON COMPANY
WINSTON BLDG. PHILADELPHIA PA
CHICAGO ATLANTA DALLAS SAN FRANCISCO

EDITORIALS

The March of Events

THE daily newspaper and the weekly or monthly review of current affairs are an indispensable part of every school curriculum. We live in a world of motion and of momentous changes. History does not stop with the final chapter of any textbook. Neither does economics, civics, geography or natural science. The well-selected newspaper is the loose leaf record of the times. It makes a fruitful starting point for all sorts of inquiries as to why and when and what: inquiries that reach back into books of reference and study.

Multitudes of citizens, both men and women, have never learned to read a newspaper intelligently. That is why we have so many newspapers that play up crime and sex and all that is accidental and sensational; sheets that make more of the horse race than of the human race.

To improve democracy, train up a generation of boys and girls who can follow the news of the day with interest and understanding. It can be done.

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If You're a Teacher, *Swear*

TEACHERS should keep copies of the Bible near them, these days; if not to read, at least to take oaths upon.

They must swear allegiance to the Constitution and the Flag.

Now—in one Pennsylvania city—the women teachers must take oath that they did not commit the treason of matrimony during the summer.

When will such hecklings cease?

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Sight Saving for All

SIGHT saving classes have been organized in many schools, and the movement should spread until no pupil anywhere who has weak or impaired vision is required to study under conditions that are harmful to the eyes.

Meanwhile—there is vast need of better lighting in the schools and homes, even for boys and girls whose sight is normal, and whose eyes are reasonably strong.

Electricity has opened the way to ample supplies of artificial illumination. But the public is still unillumined as to what constitutes enough light. Not only that, but egregious errors are committed in the placing of "raw" unshaded lights where they stab the eyes and cause glaring reflections instead of lighting up the objects which have to be seen.

Generally speaking, more candle power and more intelligent placing of lamps are among the rights of childhood that have been denied by educators and by parents.

Instruments are available today for measuring illumination at every point in a classroom or other part of any building. And the principles of eye protection are comparatively few and simple.

Architects and educationists should join in providing illumination that is proper in amount and distribution for all pupils.

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Vocabulary a By-Product

A LARGE vocabulary is doubtless desirable. And one must admit that the average graduate of an American high school has but a meagre number of words for ready use, even counting the slang, and is distinctly limited in word comprehension.

But the remedy is not to be found in the setting up of special courses in vocabulary building, as such. A person's vocabulary expands about evenly with his ideas. The recent emphasis upon the comprehension side of reading, and the attention given to the explaining or pointing out of unfamiliar words in many modern textbooks—these and similar techniques of the modern school are likely to accomplish better and more durable results than any separate course whose aim is merely the storing up of words.

The study of any foreign language, ancient or modern, affords one of the very best opportunities for vocabulary growth. The best teachers of languages require high standards of accuracy in translation; an exercise which should lead to the acquisition of many words. If heed is paid also to etymologies and word-for-word comparisons between the foreign tongue and the English, vocabulary gains are put upon a still more secure foundation.

Viewed from one angle, the whole of secondary education is a course in extending the use and understanding of words. While not the main object, this is an inevitable by-product and a measure of good teaching.

Makers of Better Schools

JULIUS E. WARREN has just taken up the superintendency at Newton, Mass., where he succeeds John Lund. Mr. Warren is a native of Leicester, Mass., a graduate of Dartmouth, and a schoolman of varied and fruitful experience. He was formerly high school principal at Brattleboro, Vt., and at Gloversville, N. Y. At the latter place he became superintendent of schools. Subsequently he was assistant superintendent at Springfield, Mass. For the past five years he has served as head of the schools of Lakewood, Ohio, a suburb of Cleveland. He has taught at Harvard Summer School, and is a specialist in English.

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FLORENCE HALE, editor of the Grade Teacher, continues in the front rank of educational evangels. Her championship of the schools has found eloquent expression in the Sunday night broadcasts over a nation-wide hookup which she has conducted in admirable fashion for several years. She served the National Education Association as its president, 1931-1932, crowning a career as rural supervisor in Maine, and editor. She returns to her varied activities from a summer tour of Alaska, having led upwards of a hundred people, mostly teachers, in a happy exploration of our Northwestern wonderland of wealth and beauty—once known as "Seward's Folly." Hail fellow well met is Dr. Hale, everywhere in education.

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ARTHUR H. CHAMBERLAIN of Los Angeles has been a force in California and throughout the nation for many years. He is editor and publisher of Overland Monthly, which Bret Harte founded in 1868. He is active in thrift and conservation; is a writer and lecturer of note. For sixteen years prior to 1928 he was secretary of the California State Education Association, and so outstanding was his leadership that he has often been called upon to advise in the reorganizing of education associations of other states. A native of Illinois; a lover of regional history, literature and the creative arts, he promotes enlightenment, happiness, and the growth and welfare of young Americans. Editors who fully sense their civic responsibilities are among the very strongest allies of formal education.

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W. W. CARPENTER is professor of Educational Administration at University of Missouri, and although a young man is becoming famous as an inspiring teacher of that subject. During the World War he was a second lieutenant of infantry. Born in Kansas, he did his first teaching in Arizona, and was on the faculty of George Peabody College, Tennessee, for several years before assuming his present position at Columbia, Mo. He is author or co-author of two published books and a number of syllabi. His educational hobby is the junior college. Recreationally he may be found agitating a volley ball or angling for an unlucky fish.

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IAN HAMILTON ROSS directs the Phenix Training School of Hampton Institute, Hampton, Va. Born in London, England, in 1900, he served in the British army during the World War. He became a citizen of the United States in 1932. His work as a teacher began at Honolulu in 1926. He had charge of physical arrangements for the Institute of Pacific Relations (1927), and the Pan Pacific Women's Conferences (1928 and 1929) held in the Hawaiian capital. While at Teachers College, Columbia, in 1925-26, winning his M.A., he was vice-president of the student council. Director Ross brings the widening influences of much travel into his educational leadership at Virginia's famous Institute.

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SAMUEL ENGLE BURR, author of "The Teacher's Part in Social Reform" in our September 17th issue, has taken up his duties as superintendent at New Castle, Delaware. He left Lynn, Massachusetts, a few years ago to become superintendent at Glendale, Ohio, and for the past year has been pursuing graduate study at Teachers College, Columbia. Mr. Burr has one of the keenest minds in the profession; a confessed progressive who can tell you why he is a progressive; and has written a pamphlet on Progressive Education which contains more information than many a book six times the size.

Winshipisms

"A teacher of all people needs to be a positive character."

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"Sincerity pays a large dividend in the end."

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"To make a boy manly is the noblest service one can render."

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"That which you do for your pupils is what you help them to do for themselves."

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

A Problem Principal

QUESTION—I am having a little friendly contention with a principal who insists on having complete jurisdiction over the high school and does not recognize my official authority as superintendent. What is the legal status of the superintendent relative to the principal? This man was principal of an academy for several years before coming to us.

Answer—As superintendent of the schools of your city you have the same jurisdiction over the high school as over the elementary schools. The principal is under your jurisdiction; he has the power which you with the sanction of the board delegate to him. The fact that he has been principal of an academy explains somewhat your principal's attitude. As such he had full jurisdiction over his school. He has become accustomed to having his own way, and has not adjusted himself to the situation in the public school where he has a superior officer. It is an interesting fact that many very good principals do not have the right sense of relationship with their superior officers and co-workers. I can see how many things would arise during the course of a year which would be very embarrassing to you under the circumstances. The situation should not be allowed to continue without an understanding between you. I would suggest that you have a heart to heart talk with the principal, and show him that it would be folly for a superintendent to give over all his authority to his helpers. Have the matter of jurisdiction pretty clearly worked out in your own mind when you meet him. If the issue cannot be settled between you, then you will be justified in bringing the case to the attention of the board for decision. It is your job to name teachers for election, provide equipment, be responsible for suitable building, the course of study, the general regulations you sit with the board. The principal is usually detailed to carry out the instruction laid down by the superintendent and the board.

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Taxing the Pupils

QUESTION—What is your opinion regarding school officials contracting with a group of professional artists for a series of high school assembly programs, the costs of which are to be met by the pupils entirely through their contributions? It may be said that the professional group was organized solely for this type of work (commercial) and has planned entertaining acts of magic, music, lectures and the like. Does the employment of such outside talent defeat the pedagogical purpose of the assembly?

Answer—This is a good question and one which should be discussed freely and frankly. I do not believe in taxing the pupils for their education. There are many reasons for my dislike for calling upon the children to contribute even to perfectly fine things. There are certain children who find it impossible to raise the money, and they become humiliated among their mates. It is quite evident that pupils of high school age should have access to good wholesome entertainment, especially to good lectures by those who can speak with authority on their particular themes. They should hear good music. Every community should have special lecture courses and musicales, and the pupils should be encouraged to attend. But anything which is of value and is available for the schools should be paid for by funds provided in some other way. Usually high class entertainers and speakers, when they chance to visit the community are glad to appear before the high school for a short entertainment.

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Progressive vs. Standard

QUESTION—I often read about Progressive Education. I do not seem to understand just how it differs from the up-to-date form of the old or standard education. Can you enlighten me on this subject?

Answer—Progressive Education is more than a method. It is a philosophy. A philosophy of education which becomes a system must have means of expression and to that extent there is method. Well, there is quite a difference between the two types of education. I suggest that you read John Dewey, who is really the originator of the modern progressive movement, although the method is as old as human effort to gain knowledge and wisdom. It is the "left wing" in education in contradistinction to the standard form. It really is co-operative. The progressive school is a community working together. It differs radically from the "rugged individualism" of the traditional form. All wise teachers know that the chief objective of the earlier years in school is to socialize the young life, to teach children by experiences how to get on with their fellows and how to co-operate successfully with them, and further to develop self-expression. It is the "activity method." Individualism is not lost in the progressive school. Although a group (school) may be working on some project each child has his particular unit to work out. A lot of things have come into the progressive philosophy and method which are just as applicable to the old form as to the progressive. Superintendent Samuel E. Burr, of New Castle, Delaware, has a

(Continued on Page 436)

The News Digest
OF EDUCATION

To Share $13,000
Needy Teachers In Boston Aided

BOSTON. — Unemployed school teachers in Boston who can show "actual need" will have $13,000 available to them as the result of a new FERA grant, Maurice J. Tobin, chairman of the Boston School Committee, announced recently. "The FERA has made another grant of funds for the purpose of continuing the pre-school centres and the afternoon opportunity school," he said. "All unemployed teachers who are residents of Boston, whether or not their names appear on the list of candidates eligible for appointment to the Boston service, may apply for assignment to these classes." There is to be this year a change in the manner of selecting teachers, final approval resting with the federal authorities on the basis of actual need for welfare relief. Applications should be made in person at room 25, 15 Beacon street." He later added that the new funds available amount to $13,000, and that teachers selected for such relief will receive $15 a week.

Plan Uniformity
Inter-American Group in Agreement

SANTIAGO, Chile. — Among the delegates from twenty-one nations attending the second Inter-American Conference on Education here a spirit of complete understanding prevailed on suggestions for the standardization of the educational methods of the American countries with application of modern systems, including tests for vocational instruction. Delegates took advantage of their stay here to visit a number of private schools.

Month's Shutdown
Yonkers Schools To Close for December

YONKERS, N. Y. — Although Yonkers public schools opened six days earlier this fall, economies will compel the closing of the schools throughout the month of December, according to Lamont Hodge, superintendent of schools. The Board of Education was directed earlier in the year to reduce its budget 10 per cent in any way it saw fit. The decision was to lay off all the teachers during December. That will save $240,000 in salaries besides incidental economies in fuel, lighting, and supplies. Mr. Hodge said that in spite of having no school sessions in December, the system would comply with the state requirement of 190 days of instruction during the year. It may be necessary to curtail the Easter vacation, but that is so far ahead that the possibility does not dampen the pupils' enthusiasm for the revised schedule. The enthusiasm of the teachers, who lose a month's pay at Christmas time, is less marked.

New York City Pupils To Broadcast from Classrooms

NEW YORK. — With microphones installed in classrooms and assembly halls, New York City's public school children will go on the air October 10, with the first of a series of weekly radio programs Wednesday morning over station WMCA.

The radio series, announced by Dr. Harold G. Campbell, superintendent of schools, has the threefold purpose of familiarizing parents and the public with school activities, improving standards of radio presentation and discovering new talent along musical, dramatic, or literary lines.

Dr. Campbell told the principals of fifty schools tentatively selected to present the programs during the year that better radio programs were as much needed as better motion pictures. He said the school broadcasts would add stress to the artistic, as well as the technical, side of radio.

Actual classroom happenings will be reproduced in dramatized form. In addition to musical and oratorical demonstrations, there will be descriptions of laboratory experiments and adventures in nature study.

Sixteen high schools and thirty-four elementary schools in Manhattan, Brooklyn, Queens, and the Bronx will participate.

Study Abroad
46 Scholarships Granted Americans

NEW YORK.—Awards of forty-six fellowships to American students for study in Germany next year have been announced by the Institute of International Education. Forty of them will provide the recipient with room, board, and tuition. The remaining six cover tuition only. In addition, forty-three German students will study in the United States under scholarships which the institute administers. It was said by Professor Stephen P. Duggan, director of the institute, that the number of American students applying for fellowships in Germany was smaller than usual this year. "This gives some evidence of decreased interest on the part of American students in attending German universities," he said. "However, the fact that there has been no decrease in the number of fellowships for German students placed at our disposal by American colleges and universities, would seem to indicate that our institutions have not lost interest in maintaining educational relations with Germany and in having German students as their guests."

PWA Aids Schools

WASHINGTON.—New school construction, alteration, and equipment under the Public Works Administration program will amount to a total expenditure of $160,603,032, of which $126,755,474 has been advanced from Federal funds and the balance will be supplied from local sources, according to a summary made public by Secretary Ickes. Allotments for State, municipal, and district school buildings amount to $115,798,438, the resulting construction totaling $149,645,996. In addition $10,957,036 had been advanced as outright grants for buildings to Federal educational institutions. Included in the summary made public were allotments for school buildings from New Hampshire to Hawaii and from Alaska to the Canal Zone. Construction of these non-Federal school, college, university, and other educational buildings will provide an estimated 504,260 man months of employment, and give further employment to workers on buildings in the Federal school program.

Sound Movies and Radio Urged by PWA for Schools

BOSTON. — State Engineer T. B. Parker, of the PWA, with offices in the Post Office Building, in Boston, is recommending to the cities and towns now erecting schoolhouses that they equip them with sound motion pictures and centralized radio communication systems. Many schoolhouses are being built with PWA funds. Mr. Parker has written to municipal and school authorities concerning such installations. He says:—

"Inasmuch as modern education has accepted sound with a high mark of approval for its effective aid in teaching and management, the Public Works Administration recommends that consideration be given to the installation of sound motion pictures and centralized radio communication systems in your school building.

"If you are unable at this time to provide complete installation of these systems on account of insufficient funds, it is suggested that consideration be given to the installation of wiring for these systems at the time of construction in order that the school may be provided later with the necessary equipment without increased expense of wiring installation.

"The attention of the school authorities should be directed as to the proper installations with regard to local requirements, and it is suggested that where installations are to be made, information relative to sound motion pictures and radio communication systems be obtained from the Department of the Interior, Office of Education, Washington, D. C."

Under-Age Pupils

Survey Shows Them Happy and Successful

SAN FRANCISCO.—In contradiction to the popular belief that bright students entering a university before the normal age will not be happy or successful in their college life, Dr. Noel Keys, associate professor of educational psychology at the University of California, reported recently that surveys at the university reveal that the great majority of such students are just as happy and even more successful than the average. "The age at which a boy or girl can best enter a university will depend much more on the individual personality, intelligence, and physical development than on the number of years he or she has lived," he said. "Many, if not most, of the difficulties spring from the fact that the younger student is different from his classmates." According to the surveys, said Dr. Keys, "the younger entering students made significantly higher grades throughout. Nearly three times as many won scholarships. The proportion who received honors at graduation was twice as great, and 38 per cent were elected to honorary societies as compared with 15 per cent of their classmates."

"Onlies" Do Well

Not Backward, Scientist Finds

CHICAGO.—The scientific function of cutting the ground from under erroneous popular beliefs was exercised recently by Dr. Paul A. Witty, of Northwestern University, who said that thorough researches had shown no factual basis for the old notion that "only" children were pampered, handicapped, and less able than children who had brothers and sisters. Dr. Witty's study was made with two representative groups of 100 "only" children and 100 "intermediate" children in the upper grades of two Chicago high schools. Complete statistics on parents, health, studies, and economic status were gathered, and several intelligence and personality tests were administered. The two groups were found approximately equal in eighteen measures and ratings of physical development, in social and economic status, in test-intelligence, in school marks, and in twenty-one comparisons relating to social or emotional adjustments, according to Dr. Witty. Not the slightest significance showed between the "only" children and their companions in these respects or in the personality measures, he said.

Old School

Belmont Would Demolish It

BELMONT, Mass. — A determined effort was made recently at a special town meeting to complete the demolition of the seventy-six-year-old schoolhouse on Brighton street. The ancient schoolhouse, built in 1859, has been a prey to the weather and small boys since it was abandoned for educational purposes some years ago. A street development has been contemplated there for some time, and a few years ago a first attempt was made to have the building demolished.

No-Marking May Go

Newton Board to Act on Report

At a meeting of the School Committee on October 1 a sub-committee will report on its inquiry into the no-marking system which has been in effect recently in the elementary and junior high schools of this city. It is understood that the sub-committee, headed by Professor Kirtley F. Mather, of Harvard University, will recommend modification of the system, which drew protests from many parents and led to a petition signed by some 400 objectors.

The no-marking system was introduced under the brief superintendency of John Lund, who is succeeded this fall by Julius Warren.

Find No Cause for Discriminating Against Married Women Teachers

NEW YORK.—In a recent survey on the status of the married woman teacher David Wilbur Peters, Ph. D., of Teachers College, Columbia University, found that if marriage of the woman teacher does not involve a change of residence to another county or city, she may remain in her position in less than 60 per cent of the school systems in the United States, according to data available. If, however, marriage results in a change of residence to another county or city the woman teacher is barred from the practice of her profession in approximately 80 per cent of the school systems of the country.

During the past ten years the trend has been against the employment of married women teachers, he declares. Continuing, "Between 1928 and 1931 the number of cities employing married women teachers on the same basis that single women teachers are employed was reduced to approximately 17 per cent, and the number of cities that permit women teachers to continue teaching after marriage was reduced by approximately 12 per cent."

His study produced no evidence that justifies a policy of discrimination against married women teachers as a class. "If any relationship exists between marital status and teaching effectiveness," he declares, "such relationship is without adequate significance to justify its use as a determining factor in fixing employment policies. . . . A blanket rule which arbitrarily eliminates individuals as a class levies a high tariff on training and talent and such rule should find reason for existence in sustaining evidence."

Smoke Ban Lifted

LYNN, Mass.—Rescinding the order prohibiting teachers here from smoking in public will lead school children to imitate them, according to Mayor Ralph S. Bauer, who was responsible for the regulation forbidding schoolmasters and schoolmarms to smoke. George Nihan, a member of the School Committee, who at first was against rescinding the order, said that he withdrew his objections when he discovered 90 per cent of the teachers in the Lynn schools ordinarily indulged in tobacco.

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STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published first and third Mondays, September to June, inclusive, at Boston, Mass., for October 1, 1934.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who, having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Park street, Boston.

Editor—Anson W. Belding, 277 School street, Watertown, Massachusetts.

Managing Editor — Isobel R. Lay, 60 Dartmouth street, Winter Hill, Massachusetts.

2. That the owners are:—

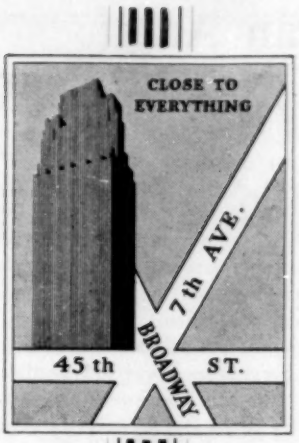
New England Publishing Company. 6 Park street, Boston; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Mrs. Mary M. Belding, 277 School street, Watertown, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Massachusetts; Estate of Albert E. Winship, 5 Craigie Circle, Cambridge, Massachusetts.

Anson W. Belding,
Editor.

Sworn to and subscribed before me this 20th day of September, 1934.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 18, 1940).



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Society Note

An educational alliance has been formed between the houses of Butterfield and Benezet. Commissioner E. W. Butterfield, of Connecticut, and Superintendent L. P. Benezet, of Manchester, New Hampshire, were college mates at Dartmouth and have been closely associated in their work as educators ever since. On September 25 a son of the commissioner married a daughter of the superintendent. Richard D. Butterfield is a graduate of Dartmouth, 1930, and of Yale School of Fine Arts, who is now in the office of Haynes, of Fitchburg, designer of school buildings. Genevieve Benezet won her degree at Vassar in 1931. She held a fellowship for study in France, and later taught in Miss Porter's Junior College at Farmington, Connecticut.

Aid for Dull

Schools Urged To Give Them Lift

TRENTON, N. J.—Teachers of the Trenton public schools have been urged to do their utmost in the training of mentally defective children. The appeal, from William J. Ellis, New Jersey State Commissioner of Institutions and Agencies, was read to the several hundred teachers by Dr. Ellen C. Potter, a member of Mr. Ellis's department. Handicapped children, Mr. Ellis said, should not be looked upon simply as social liabilities, for, he contended, a large proportion of mentally subnormal persons can be directed into channels of social usefulness. "It is of the greatest importance," the statement read, "that they should be recognized and dealt with before they acquire habits of delinquency or become in other ways social liabilities. They need far more than careful guidance and direction, as their capacity for self-direction is limited."

Class of 1950

First Prospects Make Their Marks

ARKADELPHIA, Ark.—President J. P. Womack has been credited with much foresight in the affairs of Henderson State Teachers College, but it remained for one day recently to show what measures he will take to insure the progress of the institution. Three young mothers, former students, upon his invitation brought their infants to the campus edge and let them make impressions of their bare feet in a long new concrete walk just constructed on the grounds. President Womack called this a "pre-matriculation" and expects the children to begin their freshman year about 1950. Initials of the children were cut just under the footprints.

Mental Age of American Adult Averages 17.7, Not 12 Years

WASHINGTON. — Mr. Average American is entitled to hold his head a little higher. His intelligence is not that of a mere twelve-year-old child as he has been told for the past decade.

The average man and woman of this country has a mental age of 17.7 years, says Dr. David Segel, specialist in tests and measurements for the Federal Bureau of Education.

Furthermore, the average mental age is not synonymous with the all-around ability which continues to improve until quite a late age, Dr. Segel says.

The ability to learn has been set up as an important criterion of a man's mind. But several factors enter into it, such as experience, observation, reasoning, and the instinct to survive. And a combination of those factors can play tricks on the mind.

The average adult, as he grows older, may find his interests sharper in the work he has chosen, but less sharp in purely extraneous fields.

The general belief that the average man is only twelve years old mentally arose through the Stanford-Binet tests which were given to the army during the war. But measurement experts now believe those tests were gauged too high because the original averages were drawn from tests made on a group of too high calibre.

People's College

Club Formed For Spare Time

NEW YORK. — A people's college club, the first of a series in large cities, in which young working men and women may live and learn in their spare time, is starting in New York under the auspices of the American People's Club in Europe. Formed partially to take advantage of the new leisure provided under the codes, the club, it is understood, will have government co-operation. Lectures, discussion groups, language classes, and recreational activities evenings and week-ends will be open also to a few outsiders. No credits or grades will be given, but the whole program will be aimed to "meet the need of young people for a rich and satisfying life and an ever-enlarging outlook on modern problems." Resident educators will be in charge and leaders of thought both in the United States and Europe will be guest speakers. The sponsoring board includes Professors John Dewey and W. H. Kilpatrick, of Columbia University, Harry Overstreet, of City College, and Jay B. Nash, of New York University.

Book Worms

Reading Popular At Southwestern

MEMPHIS, Tenn. — Students at Southwestern College now read almost twice as many books per year as they did three years ago, and nearly three times as many as the students of most Eastern colleges. In 1931-32 Southwestern undergraduates were drawing an average of 41.3 volumes apiece per year from the college library. In 1933-34 they drew 74.7 volumes apiece. This is in contrast with 24.2 volumes per student, the average for twenty-one liberal arts colleges, as listed by the College and Reference Library Yearbook. The bookish revolution at Southwestern was fomented, according to President Charles E. Diehl, by the stimulus given to study by a new tutorial plan. This method of individual reading under tutorial guidance, much like that used at Harvard, is patterned after that at Oxford. With freedom to choose any field of study, juniors and seniors now select annually about forty new courses not heretofore listed in the catalogue. The Carnegie Corporation is aiding in financing the plan.

School Clothes

They Don't Worry These Youngsters

BOSTON. — The problem of new school clothes was non-existent for one group of youngsters in Boston at the beginning of the fall term. They were the sixty-seven boys and girls who greeted Mrs. Grace R. Corrigan at the Good Samaritan Hospital where they are rheumatic heart disease patients. Warm bathrobes over pajamas and slippers with perhaps bright ribbons for the girls were the school clothes of these children. They heard Paul R. Elliott, of Everett, world traveler, explain the itinerary of the trip he plans which he will relate to the children—and thousands of others in Boston—in a weekly letter.

Threaten Strike

MARTINS FERRY, O. — Unless James Stevenson was reappointed history teacher in the local high school, a school strike was to be called and offices and homes of school members to be picketed, according to resolutions adopted by United Mine Workers Local No. 71 and Branch 4513, International Workers Orders. Stevenson was not reappointed this year and the school board recently abolished the position.

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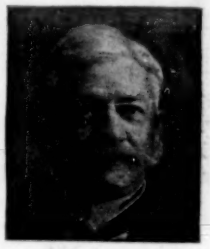

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Geographic News

Now Available To Teachers

WASHINGTON. — The National Geographic Society announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed in October. These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. Bulletins are obtainable only by teachers, librarians, college and normal students. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They give timely information about boundary changes, geographic developments, new industries, costumes and customs, and world progress in other lands.

Jazz Enters

Dancing Ban Is Removed

FORT WORTH, Tex. — For the first time in its seventy years of existence, Texas Christian University this year will permit dancing—jazz dancing. The school has permitted "promenades" for many years, but Texas Christian promenades were promenades in the strictest definition of the word—a walk. Young men were permitted to walk to and fro with their partners under the scrutiny of stern chaperons. There was no dancing. And the only promenade each year, the Freshman Prom, was held on the greensward in front of the library, not in a dance hall.

Spanish a "Must"

In Lower Grades Of Puerto Rican Schools

SAN JUAN, P. R. — An order making Spanish the language of instruction in Puerto Rican elementary schools next year, with English to be taught intensively as a special subject, was issued by Dr. Jose M. Padin, Commissioner of Education. English will remain the language of instruction in the high schools. Although the order theoretically marks a radical change in the previous policy of bilingual instruction in the lower grades, it actually is little more than official sanction of a condition which long has existed, because most of the elementary teachers are islanders. The order has the support of educators. The Columbia University committee, headed by Dr. Paul Moore, which made a survey of insular schools in 1927, urged that English be eliminated from the lower grades.

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The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Covers

Holden Patent Book Cover Co.
Springfield, Mass.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

D. Appleton-Century Company, New York

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Laidlaw Brothers, Chicago

Lyons & Carnahan, New York

The Macmillan Co., New York

G. & C. Merriam, Springfield, Mass.

Newson and Co., New York

Prentice-Hall, Inc., New York

Silver, Burdett and Co., Newark

The John C. Winston Co., Phila.

World Book Company
Yonkers-on-Hudson, N. Y.

Handwriting Aids

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Handwriting Textbooks and Supplementary Publications. Paper, tablets, steel pens and fountain pens.
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Lantern Slides, Stereographs

Keystone View Co., Meadville, Pa.

Light Meters

Sight-Light Corporation, Chrysler Building, New York City.

Music

C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

M. Witmark & Sons, New York

Photography For Schools

WILSON-WAY
SCHOOL PHOTOGRAPHY
Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

School Architects

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

The Problem Box

(Continued from Page 430)

seventy-two page pamphlet on "An Introduction to Progressive Education," which is well worth reading.

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Hard Times

QUESTION—I am working in the drouth section and it is something fierce. We have full schools and nothing with which to work but children. We have plenty of them, as those who have nothing else to do come back to us. Please give me some sort of suggestion which will make me think. As the year opens I am at my wits' end.

Answer—I know a lot about your country and among other things I know that when Nature joins hands with the blunders of mankind the ingenuity of the best is taxed. Now, you are short of books, desks, and teachers too. Many of the citizens have mortgages to wrestle with, and don't know just how they are to get through, taxes are slow, to say the least, hope lingers behind the procession and courage has corns and bunions, and has a hard time to keep along. Well, I have thought of it a good many times. After all, there is no calamity and the resourceful will make all he can out of adverse circumstances. First you are short of books. Your board should face this situation squarely, and get what its credit will bear. The Federal government should come to the aid of the children as it has done for industry. If nothing else use old magazines—search the attics of the neighborhood, make clippings and paste (have children do it) on cards, study things at first hand, go out into the neighborhood and find out how people get along when they can't get things. Read "Robinson Crusoe." Ask the homes for old tables and stools, repair them so that every one will have a home stall at school. Organize your school into a community to work out projects of actual life, don't hold too fast to the schedule. See how many things you can find to do, discover new methods and new means of carrying on. Watch the health of the children.

The Alcove for New Books

The Evolving High School

SECONDARY EDUCATION. By Thomas H. Briggs, Teachers College, Columbia University. New York: The Macmillan Company.

In this study of "Secondary Education," Dr. Briggs has not attempted a statistical array of data, but rather an examination of the principles and practices that underlie the American high school. The vision of secondary education with which he concludes the volume has evidently animated him throughout.

Dr. Briggs finds tradition holding the secondary schools too firmly in its grip. He finds a popular faith in education which is based too largely upon sentimentality, too little upon auditable results in terms of individual and social values.

Why, he asks, do we so proudly boast of our national ideal of a high school education for every citizen, when only half our young people of high school age are yet in high schools? His answer is that the curriculum of the high schools has not been made to meet the needs of all; nor have society's leaders wakened to the real importance of universal attendance upon the high school or of demanding from these institutions the full rendering of the social service they exist to render.

In such stimulating fashion does this famous exponent of secondary education point the way to greater accomplishment than has yet been realized or even dreamt by most of those who now seek to uphold or tear down the popular faith in education.

It would be well if every educational authority in the land could be fired with the ideals of secondary education here expressed by Dr. Briggs. Similar inspiring might have to be done to the citizens at large to make results immediately effective. But the future of America rests so largely upon the high schools that all possible means should be used to spread an understanding of their meaning and true functions and the modifications which should be made in their procedures.

• •

Literature That Quickens

THE ROMANCE OF AMERICAN LITERATURE. By Reuben Post Halleck. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Mr. Halleck's newest literature text has been written for an era in which young and old alike are eager to know the things that pertain to here and now.

Here in a volume of convenient size will be found a narrative history of the development of the various literary forms and of the passage from romance to realism. The treatment is remarkably clear and simple. The reader is intrigued by well chosen samples into the wish to read more extensively the works of many worthwhile writers.

Specially full treatment is given to the novelists, dramatists, and poets of the present century.

The pen-and-ink illustrations add a note of artistry which goes well with the text. Any one can compile a book on American literature. Few can write so unified, so entertaining or so enlightening a story or one so likely to cultivate a taste for good reading in our native booklore as Mr. Halleck has done in this present volume.

• •

Bagley's Philosophy

EDUCATION AND EMERGENT MAN. By William C. Bagley. New York: Thomas Nelson and Sons.

Rarely does a book on educational theory go more deeply into the background of man's development or deal more specifically and constructively with current problems of America's public schools than does this new volume by Dr. Bagley.

Man, as Dr. Bagley sees him, is not a mere machine whose actions are predictable or governed by a fixed determinism.

Dr. Bagley affirms that man has advanced much farther beyond the highest of the other animals than any such animal has advanced beyond the simplest form of life. And throughout this treatise there is abundant evidence of Dr. Bagley's fine regard for the human species and its possibilities. He admits that the past thirty years have changed his belief, once held, that educational procedures could be brought under scientific formulae. He now has swung to the view that education is a means for transmitting whatever experience of the race may be most useful to society, and he rates teaching as an art.

Dr. Bagley's observations on the selection and preparation of teachers are outstanding, as are his views on homogeneous grouping and that progressivism which refuses to admit the existence of different intelligence levels.

His respect for tests and measurements is tempered by his respect for the human qualities that transcend such yardsticks. Emergent man can be helped but will not be halted — or haltered.

Dr. Bagley is always stimulating, hopeful, and given to the exercise of good common sense, and in this latest offering from his pen he amply sustains that reputation.

• •

Twisted Letters

SHIFTED LETTERS PUZZLES. By Charles S. Brown. W. A. Wilde Company, Boston. 110 pages.

By way of review, we print the letter addressed to the author by his personal friend, the editor of this magazine, following receipt of the little book of intriguing word puzzles:—

"My Dear Brown:

"I might have suspected, after those weeks of travel with you, that your propensity for toying with words would eventually break out in some such way as it has now done.

"Your 'Shifted Letters Puzzles' are extremely annoying. I find them taking my time and attention when I should be doing other things. I ask you: Do you think it fair to have written those hundred so-called poems, each one of which—though in a different way—is as slow to decipher as some lines of Browning?

"Well—some of the verses are just easy enough so they make one determined to do the harder ones.

"You seem to have hit upon a fresh idea for the puzzle fans, and I hope they will fan you vigorously.

"A. W. B."

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More Pepysiana

PEPYS LETTERS AND THE SECOND DIARY OF PEPYS. Edited by R. G. Howarth, B. Litt. London: J. M. Dent and Sons, Ltd. New York: E. P. Dutton & Company, Inc.

The familiar "Pepys' Diary" covered only nine years, and represents only a fraction of what Samuel Pepys wrote or of what is extant of his writings. Into this volume have been gathered many of his letters, through which one perhaps learns more of contemporary life than of Pepys himself. But at least we see the famous diarist discoursing on a great variety of subjects over a period of a half century, ending in 1703. These selected letters, together with the Second Diary, are thus made available for the first time to the general reader. The book will be welcomed by lovers of Pepys and by students of seventeenth-century English life.

The edition is pleasingly illustrated with sixteen contemporary portraits and scenes.